

516 Home Outcomes Assignments Schedule Expectations & Assessment



Division of Education

Teacher as Reflective Decision Maker: Contributing, Compassionate, Competent Educator

EDU 516: TECHNOLOGY INTEGRATION: MULTIMEDIA AND INSTRUCTIONAL DESIGN



Course Description:

The focal point of this three semester hour course is the integration of technology through the use and design of multimedia as a method to address students' learning styles. Some topics to be discussed in human-computer interaction are user-centered design, social aspects of computing, computer-supported cooperative work and creative and effective educational design of multimedia. Students will be actively involved in the creation of Web pages and an e-portfolio. This course develops instructional systems design competencies appropriate for the development of computer-assisted instruction applications. Web-based and interactive video - distance learning (IVDL) classroom modeling will be an integral part of the course.

Jim Harmon, M.Ed.
Apple Distinguished Educator
Google Certified Teacher



Outcomes

The class will be conducted with approximately 25% of the time in a *web-based online environment*. The remainder of the course will be face-to-face classroom work and lab and/or face-to-face interactive video teleconferencing environment. This is done for the purpose of involving the students directly with the technology. Beginning 2010, this course is combined with a one hour field component.

The student will be able to demonstrate the ability to:

Learning Styles

- Develop an understanding that all students learn in different ways
- Investigate the major psychologists/philosophers in education and how their work directly views or influences technology-assisted instruction
- Investigate behaviorists, constructivists, multiple intelligence, problem-solving, higher-level thinking, simulation and the role multimedia and technology can play
- Using the ideas of multiple learning styles in the classroom research how multimedia is one of the few tools that can begin to address students of all styles

Methods of Technology Integration

- Investigate the many applications technology can play in all areas of education
- Develop a classroom atmosphere that accommodates the social aspects of computing
- Design user centered and group centered Web-based products using industry standards for non-biased courseware
- Conduct usability testing on Web-based products for classroom effectiveness
- Investigate the effects of vision, graphic design and visual display
- Investigate the tools and techniques for creative design

Authoring Systems

- Evaluate **two** Web 2.0 tools used in the construction of multimedia courseware
 - You **may not** evaluate tools with which you have previous experience in or outside of this class
 - (ie: Facebook, MySpace, Twitter, etc...)
- Investigate the many types of Web-based content authoring tools
- Experiment with Web 2.0 tools such as
 - Wikis
 - Social Networking
 - Personal Learning Networks
 - Skype
 - Etc.

Telecollaborative Web Site

- Develop an idea or extension of an existing Telecollaborative Project in your region
- Develop a Proposal for your Telecollaborative Project which includes:
- Finding colleagues in class who share similar interests or teaching areas and form interdisciplinary groups of no less than two, no more than four
- Begin a journal to document each step in your process
- Search the clearinghouse database for ideas

Assignments

Note: all assignments should be submitted electronically unless otherwise noted (see the corresponding course schedule for details).

ePortfolio Development

- Create an ePortfolio Website that will serve as the preliminary version of the CD-ROM based Capstone Project, which is necessary to exit the Master's Program at B-W. It should include the following :
 - A theme, story or metaphor used to represent your journey through the B-W Ed Tech Masters Degree program (We'll discuss in class)
 - A structure that clearly differentiates between the ISTE NETS for Teachers and work examples/artifacts for any of these course you've taken
- This assignment should be burned to a CD-R for submission
- Use the rubric located in Course Documents to self-assess before submitting to the instructor

WebQuest

- Create a WebQuest that follows the WebQuest model covered in class and makes use of your current or projected licensure area
- The WebQuest MUST follow the *exact format* of the model discussed/demonstrated in class
- This assignment should be published online with a working URL when complete
- The instructor should be notified of said URL via email upon successful publishing
- This may be a collaborative or individual effort
- Use the rubric located in Course Documents to self-assess before submitting to the instructor

Telecollaborative Project (TC)

- Create a Telecollaborative Web-Based Educational Project with other students in the class
- A proposal will be submitted to the instructor detailing the objective(s), scope and sequence of the project and, the tasks each person in the group will be assigned.
- After the proposal is completed, you will begin construction of the Web pages
- An alpha test will occur with other students in our class (see course schedule)
- Finally a beta test will occur with classroom students in the target audience (after the end of the semester)
- Implement the TC project in a future semester before finishing the Masters and/or endorsement
- The final project and the report of that project will be presented to the classmates in a market-day setting
- This assignment should be published online with a working URL when complete
- All members of the group are expected to implement the project in their respective classroom, or, if not currently teaching, arrange to work with a teacher in a local school district to implement the project in a future semester
- The above process will be scientifically documented in a TC journal, kept in electronic form, and due up-to-date at the end of the term.
- It is also expected this journal will be completed by each student as they implement the TC into their own classroom.
- This completed journal will be included in the final Capstone project submission as proof of having completed clinical/lab experience for EDU 516

Web 2.0 Review

There is a definitive template for this assignment in Blackboard> Course Documents.

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Class Schedule

January 13	Day One	<p>In Class:</p> <ul style="list-style-type: none"> • Introductions • Accessing class notes via BlackBoard, • ePortfolio assigned • Basic computing review <p>Engagements (to be completed in ADVANCE of our next class):</p> <ol style="list-style-type: none"> 1. Review Understanding the World Wide Web in preparation for class lecture on 1/20/10 2. Email the instructor via BW email and include the following in the body: <ul style="list-style-type: none"> • Connection test speed • Inventory of tech tools @ home • All contact phone #s • Twitter/Skype/Chat username • NO ATTACHMENTS WILL BE ACCEPTED
January 20	Day Two	<p>In Class:</p> <ul style="list-style-type: none"> • All about the World Wide Web • The use of rubrics in educational assessment, • Review ePortfolio WebPages (capstone simulation) assignment • The use of standards-based ePortfolios in education programs (jigsaw) <p>Engagements:</p> <p>Review Understanding Your Web Site in preparation for class lecture</p>
January 27	Day Three	<p>In Class:</p> <ul style="list-style-type: none"> • Freeware, open source, and commercial solutions for designing Web pages • Telecollaboration (TC) as an educational tool • Telecollaborative (TC) project assigned • KompoZer for creating webpages • Review of TC Journals • Class time to discuss forming groups for TC projects

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Attendance Policy:

If absent please inform the instructor by email in advance when possible. Attendance is mandatory unless otherwise noted. If an absence is the result of a serious illness or death in the family, please inform the instructor as soon as reasonably possible. Absences will negatively impact your final grade in this course (1 absence = 5% deduction off final grade). Tardies, if excessive, will count as absences (3 tardies = 1 absence).

Expectations:

Please note that academic dishonesty, including plagiarism, is perceived as a serious matter by the instructor and will be investigated fully.

Learning Disabilities: If you have a learning disability that requires accommodation, and have documentation of such a disability on file with Baldwin-Wallace College, please bring it to the instructor's attention at your earliest possible convenience so that we may proceed accordingly.

Students will be assessed individually and in group settings using a variety of performance based instruments. Assignments will carry a point value appropriate to importance. These products will simulate real life activities in modern schools.

Grading Scale:

A+	100 - 97%
A	96.9- 93%
A-	92.9 - 90%
B+	89.9 - 87%
B	86.9 - 83%
B-	82.9 - 80%
C	79.9 - 70%
D	69.9 - 60%

Please note: simply completing assignments does not guarantee an A in this course. All student work will be critically assessed against a rubric. It is the instructor's goal to ensure all students are able to master and later teach this course material to their own students. Please be sure to consider and address all criteria listed on each rubric to be sure you are performing at the desired level.

Assignments:

ePortfolio 100 pts

Includes: final draft and any rubrics completed for rough draft evaluation

TC Project 300 pts

Includes proposal, journal, Web site iterations

WebQuest 125 pts

Includes: final draft that follows appropriate format and any rubrics completed for rough draft evaluation

PLN presentation 75 pts